

**A REVISED STRATEGIC PLAN EXECUTIVE SUMMARY**

**FOR OAKLAND COUNTY'S CAREER DEVELOPMENT SYSTEM**

**RESPECTFULLY SUBMITTED**

**TO: THE MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT**

**BY: THE OAKLAND COUNTY WORKFORCE DEVELOPMENT BOARD**

**AND THE OAKLAND EDUCATION ADVISORY GROUP**

**JUNE 30, 2002**

**FUNDED BY THE MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT**

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**I. INTRODUCTION AND BACKGROUND**

In 1999, Governor John Engler created the Michigan Department of Career Development (MDCD), whose mission is "to develop a [Career Development] System that produces a workforce with the required skills to maintain and enhance the Michigan economy". This system encompasses the following three subsystems:

- c     the Career Preparation Subsystem, which includes K-12 Education, Secondary Career and Technical Education (CTE), community colleges (academic and technical), colleges and universities, and private vocational schools;
- c     the Workforce Development Subsystem, which includes Adult Education, Federal Job Training for Youth and Adults, Trade Adjustment Programs, Vocational Rehabilitation, Work First/Welfare Reform Programs, the Michigan Works! Service Center System, and the Employment Service; and
- c     the Worker Enhancement Subsystem, which includes the employer-based training system, customized training, Economic Development Job Training (EDJT) Grants, and other programs that cover skill upgrading and skill credentials for incumbent workers.

To achieve its mission, the Department's Director, Dr. Barbara Bolin, launched a strategic planning initiative that the State's twenty-five Workforce Development Boards have led. Each of these Boards directs local workforce development programs, including occupational training under the Workforce Investment Act, the Welfare-to-Work initiative, and the Employment Service. The Oakland County Workforce Development Board oversees these programs for the Oakland County Michigan Works! Agency (MWA), which serves the entire County. The Board's members, whom the Oakland County Executive appoints, include representatives from business, labor, education, and community-based organizations.

Given their importance to the Career Development System, educators are integral to the MDCD's strategic planning process. Thus, the Workforce Development Boards Education Advisory Group (EAG) forged a strong alliance with the educational community, as the strategic planning process ensued. The Oakland EAG, whose membership includes employers and educators, oversees such career-focused education programs as the Career Preparation System.

The Department's strategic planning initiative consisted of five phases that resulted in an operational plan with local goals for the Career Development System. The second phase of the process asked the Board to identify five career development goals that were based on data drawn from environmental scans of Oakland County's external community and internal Career Development System. The fourth phase sought a comprehensive plan that identified strategies, assets, and initiatives for achieving these goals.

To scan Oakland County's external environment, a research analyst with Oakland Community College's (OCC's) Office of Institutional Research prepared abstracts on

numerous documents that related to the following topics: demographics, the economy and business, education and training, technology, politics, the socio-cultural environment, transportation, and health. More than fifty community leaders, including employers, educators, and representatives from community-based organizations, reviewed and discussed these abstracts at two workshops that were conducted at OCC's Auburn Hills Campus on August 9, 2000, and on August 23, 2000. The Oakland County Workforce Development Division used the results of these discussions and other relevant data to prepare the external scan.

While the external environmental scan was conducted, another OCC research analyst compiled an internal scan of Oakland County's career preparation, workforce development, and worker enhancement programs. Findings from this scan are summarized in a report that was also distributed to workshop attendees.

On October 4, 2000, the Workforce Development Board and its EAG hosted a third workshop to review the results of the external/internal environmental scans. By the end of the workshop, more than thirty community leaders reached consensus on a vision for Oakland County's Career Development System, and they developed five goals that, when they are achieved, will realize this vision. At the same meeting, these community leaders began to develop strategies, assets, and initiatives for the "Strategic Assets and Comprehensive Plan" that was subsequently submitted to the MDCD on June 30, 2001.

This "Revised Strategic Plan Executive Summary" is a "fine-tuned" and improved version of last year's Comprehensive Plan, because the Workforce Development Board and its EAG have had additional time to bring key decision-makers into the process, and to develop the document more fully. The following key stakeholders, for example, are among those who have provided data for the Revised Executive Summary:

- Oakland Schools (i.e., the Oakland County Intermediate School District) and its Business Partners;
- Oakland County's 28 K-12 School Districts and their Business Partners;
- Oakland Community College and its Business Partners;
- the Oakland Division of Michigan Rehabilitation Services and its two contractor agencies:
  - New Horizons Rehabilitation Services, Inc. and
  - Jewish Vocational Services;
- the Oakland County Community and Adult Education Association;
- the Oakland County Michigan Works! Service Centers;
- Oakland University;
- Lawrence Technological University;
- the Oakland County Michigan Works! Agency's Work First service providers; and
- the Oakland Division of United Way Community Services and its contractor agencies:
  - American Red Cross;
  - Arab Community Center for Economic Social Services;
  - Goodwill Industries of Greater Detroit;
  - Jewish Vocational Services;
  - Rehabilitation Institute of Michigan;
  - Sickle Cell Disease Association;
  - United Cerebral Palsy Association of Metro Detroit;
  - Upshaw Institute for the Blind; and
  - YMCA of Metro Detroit.

## **II. MISSION STATEMENT**

The Oakland County Michigan Works! Agency's mission reflects the Michigan Department of Career Development's: **To develop a Career Development System that produces a local workforce with the required skills to maintain and enhance Oakland County's economy.**

## **III. THE PURPOSE OF – AND A VISION FOR -- OAKLAND COUNTY'S CAREER DEVELOPMENT SYSTEM**

During the next three years, more of Oakland County's unemployed, underemployed, and nontraditional workers (e.g., individuals with disabilities, older persons, offenders, immigrants, youth and welfare recipients) will be recruited for and trained through the three subsystems of the County's Career Development System. Once trained, these individuals will be placed in jobs employers cannot currently fill, even if they recruit commuters from neighboring counties. When more of Oakland's own residents claim these jobs, the County's robust economy will be sustained, and individuals who are out of (or who are only marginally in) the workforce will be productively employed.

Oakland County's Career Development System will endow these workers with the job readiness skills employers say people need (but often lack) as they attempt to enter and remain in the workforce. At a minimum, these skills will enable the County's residents to find, obtain, and retain work, and to speak, read, write, and compute effectively. The Career Development System will also inform the County's youth about a variety of careers, and it will help these youth develop educational plans that guide them through high school, and post secondary education career plans that help them attain their occupational goals.

The County's students, job seekers, incumbent workers, and employers will be better informed about the Career Development System through vigorous and on-going public relations strategies that complement the Michigan Department of Career Development's marketing campaign. Significantly, the System that is marketed will feature more collaboration among service providers, and with business.

Service provider partnerships will move the County closer to a seamless system that a.) discourages service duplication, b.) encourages funding integration, and c.) enables job seekers and employers to access all career development services through a single contact. Additional partnerships with business will ensure that employers influence education and training curricula, and that students, teachers, job seekers and incumbent workers learn first-hand of the behavior, skills, and attributes the workplace demands. Consequently, the gap between the skills employers need and the skills workers have will be narrowed.

## **IV. SIGNIFICANT TRENDS AND CRITICAL ISSUES**

As a result of the scans that the Oakland County Workforce Development Board and its Education Advisory Group conducted, numerous trends and critical issues were discovered and included in the original Comprehensive Plan. These findings, along with additional data from such sources as the 2000 U.S. Census and the 2002-2003 Oakland County Economic Outlook, follow:

- A. To obtain and retain employment, Oakland County's residents need workforce readiness skills (e.g., career information, basic academic skills,**

**and employability development skills). Many residents, including those who are currently employed, lack these skills. Moreover, less than 50 percent of the County's K-12 students have an educational development plan, and even fewer leave high school with a written, post-secondary education career plan.**

- Key Environmental Scan Findings that Support Issue A:
  - The labor demand study, Jobs, Education and Income: A Look at Oakland County in the 21<sup>st</sup> Century, found that, to obtain and retain jobs in Oakland County, its residents need good academic, computer, and time management skills, and an ability to work in teams. The study also found that, while employers may hire non-high school graduates for some entry-level jobs (e.g., laborers, janitors, and nursing aides), even these positions require the foregoing skills. Finally, the Study reached the following conclusions about academic and technological skill requirements for the workplace:
    - Of the 62 occupations that will have the most jobs in the County between 1994 and 2005, 27 require reading skills at the level and depth of a newspaper; 21 require reading at the level and depth of a novel; and 6 require reading at the level and depth of a college text book or technical journal.
    - Of the 62 occupations that will have the most jobs in the County between 1994 and 2005, 25 require writing skills at the level and depth of completing forms; 20 require writing skills at the level and depth of descriptive reports; 6 require writing skills at the level and depth of technical reports; and 2 require writing skills at the level and depth of complex documents.
    - Of the 62 occupations that will have the most jobs in the County between 1994 and 2005, 25 require all basic arithmetic skills; 18 require simple algebra or geometry; 4 require advanced algebra; and 2 require calculus.
    - Of the 62 occupations that will have the most jobs in the County between now and 2005, 28 require the simple and occasional use of a computer; 18 require regular use of a computer; 2 require the use of software and a familiarity with computer hardware and networks; and 2 require programming skills and the use of low-level languages.
    - Of the 62 occupations that will have the most jobs in the County between now and 2005, 23 require employees to confront and use new technology occasionally; 6 require employees to confront and use new technology frequently; 5 require employees to confront new and complex technology occasionally; and 3 require employees to confront new and complex technology frequently.
  - The following local employer surveys concur that employees need workforce readiness skills:

- In 1999, the “Workforce Development Collaboration”, which includes representatives from Genesee, Lapeer, Oakland, Shiawassee, and St. Clair Counties, contracted with the University of Michigan-Flint to survey 521 manufacturers in the region. According to the survey’s results, employers said the following skills were among the most important for entry level, technical, and managerial/professional employees: respect for self and others, listening skills, attitude, punctuality, awareness of quality, reading skills, interpersonal/team skills, and an ability to follow printed instructions.
- “The American Society of Employers (ASE) 2000 Salary Survey” of 347 metropolitan Detroit companies found that illiteracy was one of the top five barriers employers face as they recruit employees. Significantly, illiteracy was also cited as a major employment barrier in the 1998 survey.
- Oakland Community College’s Business and Community Alliance, a group of employers, educators, and community leaders, identified ten core employability skills that include teamwork, reading and writing proficiency, problem solving, a positive attitude, a strong work ethic, and honesty.
- Although Oakland County’s residents need job readiness skills to obtain and retain employment, the following data indicate that many potential and current workers lack these skills:
  - In a November 2001 survey of Oakland Schools’ Regional Employer Advisory Committee, 30 employers evaluated the extent to which high school graduates are prepared for work. On a scale of one to five (with one meaning “not at all” and five signifying “to a great extent”), employers assigned the following numerical scores to the following skill areas:
 

Math -	2.7
Writing -	2.0
Team Work -	2.5
Problem Solving -	2.1
Punctuality/Attendance -	1.5
Working Hard -	2.0
- Members of the Oakland County Business Roundtable’s Workforce and Education Committee consistently assert that some workers lack a sound work ethic, and respondents to the Workforce Development Collaborative’s employer survey indicated that 50 percent of their entry-level employees left after less than one year because of work ethic and academic skill deficiencies.
- The U.S. Bureau of the Census found that 11 percent of the County’s residents who are over 25 years of age have no high school diploma, and that 3 percent have less than a 9<sup>th</sup> grade education. Moreover, 22 percent of the County’s residents have only a high school diploma, and another 22.3 percent have some college, but no degree. Finally, approximately 40 percent of the residents in Pontiac and Hazel Park lack a high school education.

- A study by SEMCOG, the Southeast Michigan Council of Governments, found that many of the individuals whose numbers are growing in Oakland County lack a high school diploma. 35 percent of the region's African-Americans, 33 percent of the Arabs and Chaldeans, and 27 percent of the Hispanics are in this category.
- Despite the excellent efforts of the County's K-12 school districts and its Intermediate School District, Oakland Schools, only 50 percent of the area's high school students (and only 28 percent of the middle school students) are estimated to have completed an educational development plan that guides them through high school. Far fewer such students left school with a Post Secondary Education Career Plan that identified education and training strategies for occupational goal attainment.

**B. Despite numerous successful partnerships that exist among Oakland County's career development service providers, the County's career development services lack coordination, and additional partnerships among service providers are needed.**

**C. Key Environmental Scan Findings that Support Issue B:**

- The County's Michigan Works! Service Centers successfully collaborate with other career development service providers. Like their counterparts throughout the state, for example, representatives from Michigan Rehabilitation Services and the Michigan Employment Service Agency have successfully co-located in -- and coordinated their services with --the Centers.
- Similarly, the Centers have collaborated with the Suburban Mobility Authority for Regional Transportation (SMART) to expand selected bus routes, so welfare-to-work customers can get to and from work on weekends and evenings. Finally, the Centers routinely refer customers to -- and receive referrals from -- such entities as Adult Education, Oakland Community College, and community-based organizations.
- Despite these and a host of other successful partnerships, job seeker and employer surveys indicate that Oakland County does not yet have a seamless, fully-integrated career development system. In its 1999 employer survey, the "Workforce Development Collaborative" found that few employers knew about, used, or understood career development services. As a result, the survey, entitled Workforce Issues: Now and In the Future, makes the following key recommendation:

"Educational institutions and/or training organizations need to cooperate with one another so that specialties can be developed which will ensure that limited resources in the five county area are efficiently utilized. The ultimate goal should be to avoid head-to-head competition and instead develop a complementary network that offers all training needs identified herein." (Emphasis has been added.)

- Results from various surveys of the Oakland County Business Roundtable's Workforce and Education Committee echo the foregoing recommendation. Moreover, employers, consumers, and career development service providers who participated in workshops for the Environmental Scan strongly suggested that providers collaborate more to reduce service duplication, and to promote funding integration.

**C. Although numerous successful partnerships have been forged between Oakland County's businesses and career development service providers, these participants must be replicated and expanded throughout the business community. If they are, the gap between the skills job seekers have and the skills employers need will be narrowed, and Oakland County's critical need for skilled employees will be partially addressed.**

- Key Environmental Scan Findings that Support Issue C:
  - As the following examples document, Career Development service providers and businesses in Oakland County collaborate successfully:
    - Oakland Community College (OCC) has partnered with numerous businesses, including EDS, DaimlerChrysler, K-Mart, Manpower, IBM, Microsoft, Kelly Services, and KPMG, to design and operate the College's M-TEC facility.
    - Through its award-winning Advanced Technology Program, OCC has collaborated with some of the foregoing companies to train public assistance recipients for high-tech, good paying jobs that provide full benefits.
    - Oakland Schools has collaborated with General Motors University and the GM Milford Proving Ground to create the "General Motors Academy", through which high school students learn and work at this world-class facility. Similarly, Oakland Schools has partnered with DaimlerChrysler to create the "Walter P. Chrysler Manufacturing Technology Academy", where students study electronics, robotics, design, teamwork, and problem-solving techniques.
    - The Oakland County Executive's Business Roundtable consists of more than 100 business representatives, who offer advice and recommendations on a host of topics, including workforce and economic development.
    - Automation Alley, another County Executive initiative, includes as members more than 475 high-tech businesses that are part of the Midwest's only technology business cluster.
  - These collaborations notwithstanding, employer surveys indicate that additional partnerships with business are needed. The County's labor demand study, for example, concludes that employers must tell educators and trainers about "the skills that are expected of new employees", and that educators and trainers "must listen to this input". (Emphasis has been



added.) Similarly, the Workforce Development Collaborative's Employer Survey that is referenced above recommends the following:

"Every effort should be made to develop strong relationships between the educational institutions/training organizations and manufacturers in the five county area so that coordinated efforts are made to provide for the future workforce training needs." (Emphasis has been added.)

- Results from various surveys of the Oakland County Business Roundtable's Workforce and Education Committee echo the foregoing recommendation. Moreover, employers and career development service providers who participated in workshops for the Environmental Scan strongly suggest that providers collaborate with business to reduce the gap between the skills workers have and the skills employers need.
- The vision in the Oakland County Michigan Works! Agency's Comprehensive Five-Year Youth Plan (which mirrors the vision in Michigan's Plan) seeks to "increase the role of private employers, as publicly-funded education and employment programs are planned, developed, and evaluated".

**D. Oakland County's robust economy will be significantly arrested, unless its labor force is expanded to fill jobs the County's employers create. Data, however, indicate that a.) the County's unemployment rate is extremely low; b.) its labor force participation rate is extremely high; and c.) its population growth is relatively flat. Thus, to gain new workers from among its own residents, the County must recruit and prepare its long-term unemployed, its underemployed, and its non-traditional workers to enter, re-enter, or advance in the labor force.**

- Key Environmental Scan Findings that Support Issue D:
  - The Michigan Department of Career Development's (MDCD's) Office of Labor Market Information found that Oakland County's labor force rate increased by 10.4 percent between 1990 and 1998. This rate surpassed Michigan's (8.5 percent) and the nation's, (9.4 percent) for the same period.
  - Despite the recent economic downturn, the Oakland County Economic Outlook for 2002-2003, which the University of Michigan's Institute of Labor and Industrial Relations prepared, found that Oakland has created jobs "at a much faster pace since 1990 than either the state as a whole or the nation". Employment in Oakland County, the Outlook found, "grew 55 percent faster than it did in Michigan and 34 percent faster than it did in the nation".
  - According to the Oakland County Economic Outlook for 2000-2001, which the University of Michigan's Institute of Labor and Industrial Relations also prepared, the County is a leader in low unemployment rates. In 1999, for example, Oakland's 2.5 percent unemployment rate was the second lowest in the state. Significantly, Oakland's rate was considerably lower than Michigan's (3.8 percent) and the nation's, (4.2 percent).

- The Economic Outlook for 2000-2001 predicted that Oakland County's unemployment rate would decrease slightly in 2000, to 2.4 percent; this rate was expected to hold for 2001, while the national unemployment rate was expected to increase, from 4.1 percent in 2000 to 4.4 percent in 2001. (Oakland County's unemployment rate in 2000 actually fell to 2.2 percent.)
- Although Oakland County's unemployment rate increased from 2.2 percent in 2000 to 3.6 percent in 2001, this rate was substantially lower than Michigan's (5.3 percent) and the nation's, (4.8 percent) for the same period.
- The 2002-2003 Economic Outlook predicts that Oakland County's economy will improve dramatically during 2003. The County is expected to add 19,000 jobs, for example, and its unemployment rate is predicted to decline from a high of 4.5 percent to 3.7 percent.
- Like its 1999-2000 counterpart, the 2000-2001 Economic Outlook warned that Oakland County's vibrant economy will be arrested, if the County's labor shortages are not addressed. In 1999, unemployed residents filled only 300 of the County's 23,700 new private sector jobs. Of the remaining 23,400 new jobs, new residents and current residents who entered the labor force filled 6,300, and commuters from surrounding counties filled 17,100.
- The 2000-2001 Economic Outlook predicted that, in 2000, currently unemployed residents would fill only 500 of the County's 14,400 new private sector jobs. Of the remaining 13,900 additional jobs, 7,800 would be filled by growth in the labor force, and new commuters would fill the remaining 6,300 positions.
- The 2002-2003 Economic Outlook states that Oakland County's current jobless rate "has created some relief from the [foregoing] labor shortage problem". Because Oakland's economy is expected to rebound in 2003, however, the Outlook predicts that the County will again "confront this chronic problem".
- According to the Oakland County Economic Outlook for 2001-2002, Oakland County's population will grow by 12 percent between 2010 and 2030, but its prime working age population (i.e., those who are ages 16 to 64) will decline by 4 percent. For the same period, the 65-and-older group's share of the population is expected to grow from 13 percent to 23 percent. Even if a substantial number of older individuals remain or start working, the Institute anticipates that the County's labor force will increase by only about 15,000 (or 2 percent) between 2010 and 2030 -- a twelfth of its rate of increase during the past twenty years. Thus, the Outlook predicts that the County's pool of additional workers will begin "drying up" after 2010.
- Given its flat working age population, its high labor force participation rate, its low unemployment rate, and its high annual number of new jobs, Oakland County must find new workers. According to the 2001-2002 Economic Outlook, however, the "availability of the [County's] most highly educated residents is tapping out". The study also found that, while a

substantial pool of less educated workers is available for employment, many of these individuals are not seeking employment or lack the basic skills to find and keep work. Thus, the Outlook recommends that the County's Career Development System "focus on bringing the less-educated group into the economic mainstream". (Emphasis has been added.)

- The following data indicate that a substantial number of less educated and/or disadvantaged individuals and nontraditional workers reside in Oakland County:
  - The U.S. Bureau of the Census found that 11 percent of the County's residents who are over 25 years of age have no high school diploma, and that 3 percent have less than a 9<sup>th</sup> grade education. Moreover, 22 percent of the County's residents have only a high school diploma, and another 22.3 percent have some college, but no degree. Finally, approximately 40 percent of the residents in Pontiac and Hazel Park lack a high school education.
  - A study by SEMCOG, the Southeast Michigan Council of Governments, found that many of the individuals whose numbers are growing in Oakland County lack a high school diploma. 35 percent of the region's African-Americans, 33 percent of the Arabs and Chaldeans, and 27 percent of the Hispanics are in this category.
  - Despite its considerable affluence, Oakland County is not immune to poverty. According to the 2000 U.S. Census, more than 65,000 of the County's residents and more than 12,000 of its families live in poverty. Of these residents, more than 45,000 are age 18 and over, and 8,448 are age 65 and over.
  - 14 percent of the County's single mothers and 6.3 percent of its children live below the poverty level. More than 5,000 residents have no telephone service; 1,300 have incomplete plumbing facilities; 1,600 live in houses without a complete kitchen; and 25,262 do not own a vehicle.
  - The County's low unemployment rates notwithstanding, the MDCC's Office of Labor Market Information found that three groups in Oakland County experienced relatively high unemployment rates in 1998: 16-19 year olds (7.6 percent), African-American males (6.3 percent) and Hispanic females (4.9 percent).
  - Oakland County's population is aging -- and at a faster rate than Michigan as a whole. The percentage of County residents who are between 18 and 24 years old decreased by 7 percent between 1990 and 1999, and individuals who are between 25 and 44 increased by only 2.2 percent. On the other hand, the number of Oakland County residents who are between 45 and 64 increased by 27.6 percent during the same period, and those who are between 65 and 84 increased by 15.4 percent. Significantly, residents who are age 85 and older increased by 42.6 percent.
  - During the next 30 years, Oakland County's population will become even older. According to SEMCOG, the Southeast Michigan Council

of Governments, the number of Oakland County residents who are age 65 and older will double to 275,464, which nearly equals the number of projected residents who will be under 18 (i.e., 299,000). Individuals who are 85 and older will see their numbers increase more than ten-fold.

- 2000 Census figures from the U.S. Bureau of the Census confirm that Oakland County is growing older. The County's median age of 36.7, for example, is older than the 1990 figure of 33.8. Moreover, Oakland County experienced a 16 percent decrease in the population of 20-24 year olds and an 11.5 percent decrease in the population of 25-34 year olds. Most other age groups saw moderate to significant increases in population.
- Oakland County's racial mix is increasingly diverse. As the following figures from the MDCD's Office of Labor Market Information reveal, the County's Hispanic population increased by 42.3 percent between 1990 and 1999; its African-American population increased by 19.8 percent; and the number of Asian/Pacific Islanders increased by 63.7 percent. All of these percentages exceed Michigan's for the same period.
- 2000 Census figures from the U.S. Bureau of the Census confirm that Oakland County is growing more diverse. Based on limited Census data, for example, minorities compose 17.2 percent of Oakland County's population, up from 12 percent a decade ago. The data indicate that 82.8 percent (or 988,194) of the population is white; 10.1 percent (or 120,720) is African-American; 4.1 percent (or 49,402) is Asian; and 2.4 percent (or 28,999) is Hispanic.
- As the foregoing figures suggest, Oakland County has a large immigrant population. Indeed, the 2000 U.S. Census found that Oakland County leads Wayne and Macomb Counties in the percentage of foreign-born residents. 119,416 (or 10 percent) of the County's residents were born in other countries, and 45 percent of these individuals arrived since 1990.
- These immigrants come from a wide variety of nations. The state's Refugee Assistance Program estimates that 62 percent of the refugees who have arrived in the County during the past ten years are from the former Soviet Union, and 25 percent are from Iraq. Other refugees resided in Albania, Bosnia, Laos, and Viet Nam. Moreover, several school districts in the County reported enrollees who speak numerous and varied languages. Students in the West Bloomfield District, for example, speak 28 different languages, including Farsi, Gujarati, Hebrew, Hindi, Telegu, and Urdu.
- As one would expect from the foregoing data, the 2000 U.S. Census found that the number of Oakland County residents who speak only English dropped from 91.3 percent in 1990 to 87.3 percent in 2000. Moreover, of those who speak a language other than English, 4.5 percent say they communicate in English less than "very well".

- According to 2000 U.S. Census data, 96,667 of Oakland County's residents who are 21 to 64 years of age have a disability. Significantly, 37,603 (or 39 percent) of these individuals are not employed.
- Oakland County's "Annual Planning Information Report" (APIR) for 2002, which the MDCLD's Office of Labor Market Information prepared, reveals the following about other key population groups:
  - Although Oakland County had 11 percent of the state's population in 1990, the County's limited English-speaking population represented 15 percent of the state's total.
  - The 6,431 offenders who reside in Oakland County represent 10 percent of the state's total.
  - The 108,232 veterans who reside in Oakland County represent 11 percent of the state's total.
  - 55 percent of Oakland County's displaced homemakers are economically disadvantaged.

**E. Oakland County's job seekers and employers do not know about (or do not understand how to access services through) the County's Career Development System. Thus, on-going marketing strategies should be developed and coordinated among those entities who provide services through the System.**

- Key Environmental Scan Findings that Support Issue E:
  - Various customer surveys indicate that Oakland County's Career Development System is undermarketed. The Workforce Development Collaborative's employer survey found that nearly 50 percent of the respondents had never heard of – much less used – the Michigan Talent Bank, an Internet-based labor exchange system, through which employers and job seekers can post and match their job orders and resumes. As a result, the survey reached the following conclusion:
 

"Strategic planning should be initiated to ensure that all available resources are identified and communicated effectively. All manufacturers should be made aware of all possible resources available to them to assist in their job placement activities. A unified promotion tool would be helpful to make this communication most efficient." (Emphasis has been added.)
  - The Workforce and Education Committee of the Oakland County Executive's Business Roundtable has consistently asserted that a coordinated marketing initiative should promote the County's career development programs. Accordingly, the Committee made the following recommendation, which has yet to be implemented:
 

"Oakland County should elevate public awareness of the County's solutions to workforce and education issues, through a

vigorous and on-going public information campaign." (Emphasis has been added.)

- The employers, consumers, and career development service providers who participated in workshops for this Environmental Scan strongly suggested that the County's career development system be marketed more effectively.

## **V. STRATEGIC DIRECTION**

During the next three years, more of Oakland County's unemployed, underemployed, and nontraditional workers will be recruited for and trained through the three subsystems of the County's Career Development System. Once trained, these individuals will be placed in jobs employers cannot currently fill.

Oakland County's Career Development System will endow workers and youth with the job readiness skills employers say people need (but often lack) as they attempt to enter and remain in the workforce. At a minimum, these skills will enable the County's residents to find, obtain, and retain work, and to speak, read, write, and compute effectively.

The County's students, job seekers, incumbent workers, and employers will be better informed about the Career Development System through vigorous and on-going public relations strategies. The System that is marketed will feature more collaboration among service providers, and with business.

Service provider partnerships will move the County closer to a seamless system. Additional partnerships with business will ensure that employers influence education and training curricula, and that students, teachers, job seekers and incumbent workers learn first-hand of the workplace's requirements. Consequently, the gap between the skills employers need and the skills workers have will be narrowed.

## **VI. STRATEGIC GOALS**

Five goals for Oakland County's Career Development System follow:

By 2004:

**Goal 1: The number of Oakland County pre-K-12 students, post-secondary education students, and adult learners who receive workforce readiness services will be increased by 15 percent above a baseline figure, and the number of K-12 students and high school completers who have, respectively, developed an education plan and a post-secondary education career plan will be increased by, respectively, 25 percent and 15 percent above baseline figures.**

**Goal 2: The number of partnerships among service providers from each subsystem of the Career Development System will be increased by at least three above a baseline figure and/or the number of service providers who participate in existing partnerships for each subsystem will be increased by at least 15 percent above a baseline figure.**

**Goal 3: The number of partnerships between business and service providers from each subsystem of the Career Development System will be increased by at least**

15 percent above a baseline figure, and/or the number of businesses who participate in existing partnerships for each subsystem will be increased by at least 15 percent above a baseline figure. In addition, the number of teacher externships, worker/student internships, and job shadowing experiences that occur at businesses will be increased by at least 15 percent above a baseline figure.

**Goal 4:** The number of underemployed, unemployed, and nontraditional workers whom the Career Development System serves will be increased by 15 percent above a baseline figure, and the number of such workers whom the Career Development System places in Oakland County jobs will be increased by 15 percent above a baseline figure.

**Goal 5:** Six strategies that effectively market all three subsystems of the Career Development System will be implemented, and the number of job seekers, incumbent workers, and employers who receive services from other career development service providers will be increased by at least 15 percent above a baseline figure.

Please note: A Progress Report on Oakland County's goals appears in the final section of this Executive Summary.

## **VII. LONG-TERM STRATEGIES**

To achieve its strategic goals, the Oakland County Career Development System will undertake the following strategies:

- A. Strategies for Goal 1:**      **Increase the number of pre-K-12 students, post-secondary education students, and adult learners who receive workforce readiness services.**
1. Increase the number of pre-K-12 students, post-secondary education students, and adult learners who are enrolled in workforce readiness programs.
  2. Refine and expand workforce readiness programs and services for pre-K-12 students, post secondary education students, and adult learners.
  3. Increase the number of K-12 students who develop an educational plan, and increase the number of individuals who complete high school with a written, post-secondary education career plan.
- B. Strategies for Goal 2:**      **Increase partnerships among service providers from each subsystem of the Career Development System.**
1. Refine and expand partnerships that exist among service providers from each subsystem of the Career Development System.
  2. Recruit and enlist service providers from each subsystem of the Career Development System to participate in existing and new partnerships.
- C. Strategies for Goal 3:**      **Increase the number of partnerships between**

**business and service providers from the three subsystems of the Career Development System.**

1. Refine and expand the partnerships that exist between business and career development service providers.
2. Recruit and enlist businesses and career development service providers to participate in existing and new partnerships.

**D. Strategies for Goal 4: Increase the number of unemployed, underemployed, and non-traditional workers who are recruited and trained through the three subsystems of the Career Development System, and who are then placed in the County's unfilled jobs.**

1. Refine and expand strategies that are used to recruit and serve unemployed, underemployed, and non-traditional workers in the three subsystems of the Career Development System.
2. Design, refine and expand job placement strategies for unemployed, underemployed, and non-traditional workers.

**E. Strategies for Goal 5: Develop and implement strategies that effectively market all three subsystems of the Career Development System.**

1. Design, refine, expand, and streamline strategies that market all three subsystems of the Career Development System.

**VIII. STRATEGIC ASSETS AND INITIATIVES**

To achieve its strategic goals, the Oakland County Career Development System has identified the following strategies, assets and initiatives:

**A. Strategies, Assets, and Initiatives for Goal 1:**

**Goal 1:** Increase the number of pre-K-12 students, post-secondary education students, and adult learners who receive workforce readiness services.

**Strategy #1:** Increase the number of pre-K-12 students, post-secondary education students, and adult learners who are enrolled in workforce readiness programs.

**Assets for Strategy #1:**

1. The following programs and entities have used the following funding amounts to provide at least some workforce readiness services for the following numbers of customers:

Program	Fund Amount	Service Provider(s)	# of Customers
The Workforce Investment		Michigan Works! Service	



Act (WIA) Title I Adult Program	\$ 1,019,693	Centers	298
The WIA Title I Youth Program	1,093,538	Michigan Works! Service Centers	450
The WIA Title I Dislocated Worker Program	1,354,021	Michigan Works! Service Centers	336
The Displaced Homemaker Program	41,544	Jewish Vocational Services	29
The Employment Service	1,730,785	Michigan Works! Service Centers	6,111
The Partnership for Adult Learning (PAL) Program	1,651,897	PAL Service Providers	75
Michigan Rehabilitation Services	3,428,000	Oakland District Office and Service Providers	3,379
The Work First and Welfare-to-Work Programs	5,733,455	Michigan Works! Service Centers and other Work First Providers, including the Arab/Chaldean Council, the Foundation for Behavioral Resources, Oakland Community College, The Resource Network, and SERCO, Incorporated	5,309
The Advanced Technology Program	78,020	Oakland Community College	36
The Career Preparation System	5,000,000	K-12 School Districts and Oakland Schools	54,965
The Career Technical Education-Perkins Act Program	1,300,000	K-12 School Districts and Oakland Schools	6,936
The Tech Prep-Perkins Act Program	400,000	K-12 School Districts and Oakland Schools	936
The United Way's Employment and Training Programs	1,300,000	United Way Service Providers	*

\*This number has not yet been determined.

Program	Fund Amount	Service Provider(s)	# of Customers
The M-TEC/Oakland County Michigan Works! Collaboration	25,000	Oakland Community College	50
Economic Development Job Training Grants	6,543,000	Oakland Community College and other Training Institutions	9,065
The Pontiac Adult Career Counseling Center	45,000	Oakland Community College/Oakland University	79
State of Michigan Higher Education and Tuition Revenues	30,000	Oakland Community College	108
The Perkins Post Secondary Improvement Program	845,000	Oakland Community College	3,262
The Pre-Apprenticeship Training Program	1,250	Oakland Community College	25
The Post Secondary Co-op Program	240,300	Oakland Community College	89
The Post Secondary Corporate Customized Training Program	600,000	Oakland Community College	680
The Post Secondary Apprenticeship Program	110,000	Oakland Community College	110

### **Initiatives for Strategy #1:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. During 2002, this work group will complete the following tasks:
  - Develop a comprehensive list of, and definitions for, workforce readiness services;
  - Determine which entities provide workforce readiness services in Oakland County;
  - Obtain from these entities the number of individuals for whom workforce readiness services were provided and the amount of money that was allocated to provide these services; and
  - Use the foregoing information to
    - a.) develop the baseline number of Oakland County pre-K-12 students, post-secondary education students and adult learners who received workforce readiness services during 2000 and
    - b.) to derive the amount of money that was allocated to provide these services.
  - Funding: To support this initiative, \$25,000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division's administrative budget. (The Division is the administrative entity for the Oakland County Michigan Works! Agency (MWA).)
2. During 2002 and 2003, the number of Oakland County pre-K-12 students, post-secondary education students, and adult learners who have received workforce readiness services will be increased by 3 to 5 percent above the baseline figure.
3. By 2004, the number of Oakland County pre-K-12 students, post-secondary education students, and adult learners who have received workforce readiness skills will be increased by at least 15 percent above the baseline figure.
  - Funding: By 2004, the amount of Career Development System funding that is dedicated to workforce readiness services will be increased by 15 percent over the baseline figure. Funds will be allocated from numerous programs and sources, which will include, but which may not be limited to, the Workforce Investment Act, the Work First Program, the Employment Service, Adult Education, the Partnership for Adult Learning Program, the Advanced Technology Program, the Displaced Homemaker Program, the Career Initiatives Alignment, and the Perkins Post-Secondary Education Program.

**Goal 1:** Increase the number of pre-K-12 students, post-secondary education students and adult learners who receive workforce readiness services.

**Strategy #2:**

Refine and expand workforce readiness programs and services for pre-K-12 students, post-secondary education students, and adult learners.

**Assets for Strategy #2:**

1. The following programs and entities have used the following funding amounts to provide at least some workforce readiness services for the following numbers of customers:

Program	Fund Amount	Service Provider(s)	# of Customers
The Workforce Investment Act (WIA) Title I Adult Program	\$ 1,019,693	Michigan Works! Service Centers	298
The WIA Title I Youth Program	1,093,538	Michigan Works! Service Centers	450
The WIA Title I Dislocated Worker Program	1,354,021	Michigan Works! Service Centers	336
The Displaced Homemaker Program	41,544	Jewish Vocational Services	29
The Employment Service	1,730,785	Michigan Works! Service Centers	6,111
The Partnership for Adult Learning (PAL) Program	1,651,897	PAL Service Providers	
Michigan Rehabilitation Services	3,428,000	Oakland District Office and Service Providers	3,379
The Work First and Welfare-to-Work Programs	5,733,455	Michigan Works! Service Centers and other Work First Providers, including the Arab/Chaldean Council, the Foundation for Behavioral Resources, Oakland Community College, The Resource Network, and SERCO, Incorporated	5,309
The Advanced Technology Program	78,020	Oakland Community College	36
The Career Preparation System	5,000,000	K-12 School Districts and Oakland Schools	54,965
The Career Technical Education-Perkins Act	1,300,000	K-12 School Districts and Oakland Schools	6,936
The Tech Prep-Perkins Act	400,000	K-12 School Districts and Oakland Schools	936
The United Way	1,300,000	United Way Service Providers	*
The M-TEC/Oakland County Michigan Works! Collaboration	25,000	Oakland Community College	50
Economic Development Job Training Grants	6,543,000	Oakland Community College and other training institutions	9,065
The Pontiac Adult Career Counseling Center	45,000	Oakland Community College/Oakland University	79
State of Michigan Higher Education and Tuition Revenues	30,000	Oakland Community College	108
The Perkins Post Secondary Improvement Program	845,000	Oakland Community College	3,262
The Pre-Apprenticeship Training Program	1,250	Oakland Community College	25
The Post Secondary Co-op		Oakland Community	

Program	240,300	College	89
The Post Secondary Corporate Customized Training Program	600,000	Oakland Community College	680
The Post Secondary Apprenticeship Program	110,000	Oakland Community College	110

\*This figure is not yet available.

### **Initiatives for Strategy #2:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By June 2003, this work group will complete the following tasks:
  - Develop a workforce readiness skill curriculum that all career development service providers will use; and
  - Review and approve a “business and industry credential for workforce readiness skills”. This credential will be developed by Oakland Community College, in conjunction with other career development service providers, and “Staffing Services of America,” an association of employment service firms.
  - Funding: The Oakland County MWA will redeploy \$50,000 of its career development program funding to develop a curriculum and a credential for workforce readiness skills. In addition, \$25,000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division’s administrative budget.
2. By 2004, between 250 and 500 pre-K-12 students, post-secondary education students, and adult learners will have earned a credential for workforce readiness skills.
  - Funding: By 2004, the amount of Career Development System funding that is dedicated to workforce readiness services will be increased by 15 percent over the baseline figure. Funds will be allocated from numerous programs and sources, which may include, but which may not be limited to, the Workforce Investment Act, the Work First Program, the Employment Service, Adult Education, the Partnership for Adult Learning Program, the Advanced Technology Program, the Displaced Homemaker Program, the Career Initiatives Alignment, and the Perkins Post-Secondary Education Program.

**Goal 1:** Increase the number of pre-K-12 students, post-secondary education students, and adult learners who receive workforce readiness services.

**Strategy #3:** Increase the number of K-12 students who develop an educational plan, and increase the number of individuals who complete high school with a written, post-secondary education career plan.

### **Assets for Strategy #3:**

1. The following programs and entities have used the following funding amount to develop educational plans for K-12 students:

Program	Fund Amount	Service Provider	# of Students
The Career Preparation System	\$ 383,000	Oakland Schools and participating K-12 School Districts	15,570

2. The following programs and entities have used the following funding amounts to develop written, post-secondary educational plans for individuals:

Program	Fund Amount	Service Provider	# of Customers
The M-TEC/Oakland County Michigan Works! Collaboration	\$ 25,000	Oakland Community College	50
State of Michigan Higher Education and Tuition Revenues	30,000	Oakland Community College	108
The Perkins Post Secondary Improvement Program	8,000	Oakland Community College	320
The Pre-Apprenticeship Training Program	1,250	Oakland Community College	25
The Post Secondary Co-op Program	25,000	Oakland Community College	89
The Post Secondary Corporate Customized Training Program	75,000	Oakland Community College	680
The Post Secondary Apprenticeship Program	15,000	Oakland Community College	110

### **Initiatives for Strategy #3:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. During 2002, this work group will complete the following tasks:
  - Determine which entities
    - a.) help K-12 students develop educational plans and
    - b.) help individuals develop post-secondary education career plans;
  - Obtain from these entities
    - a.) the number of K-12 students for whom an educational plan was developed and
    - b.) the number of individuals for whom a post-secondary education career plan was developed; and
  - Use the foregoing information to develop the baseline number of individuals for whom educational plans and post-secondary education career plans were developed during 2000.
  - Funding: To fund this initiative, \$25,000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division's administrative budget.
2. During 2002 and 2003, the number of K-12 students who have developed an

educational plan will be increased by 5 to 10 percent above the baseline figure.

3. By 2004, the number of K-12 students who have developed an educational plan will be increased by at least 25 percent above the baseline figure.
4. During 2002 and 2003, the number of individuals who complete high school with a written, post-secondary education plan will be increased by 3 to 5 percent above the baseline figure.
5. By 2004, the number of individuals who complete high school with a written, post-secondary education career plan will be increased by at least 15 percent above the baseline figure.
  - Funding: During 2002-2003, \$292,228 in Career Preparation System funding will be deployed to develop educational plans for K-12 students. Moreover, approximately \$17,000 in Perkins Post-Secondary Education funding will be deployed to develop post-secondary educational plans for individuals.

**B. Strategies, Assets, and Initiatives for Goal 2:**

**Goal 2:** Increase partnerships among service providers from each subsystem of the Career Development System.

**Strategy #1:** Refine and expand partnerships that exist among service providers from each subsystem of the Career Development System.

**Assets for Strategy #1:**

1. A counselor from Michigan Rehabilitation Services (MRS) is co-located in one of Oakland County's Michigan Works! Service Centers, and eight additional counselors visit the remaining Centers on an itinerant basis. As a result, services the Centers provide are supplemented with MRS services, and referrals to and from the two entities are easily facilitated. During 2001, for example, 133 customers were referred to and from MRS. 34 of these referrals were subsequently placed in employment.
2. Four veterans' counselors and one employment counselor from the Employment Service Agency are co-located in five of Oakland County's Michigan Works! Service Centers, and three of these counselors are "on call" for the County's other five Centers. As a result, services the Centers provide are supplemented with ESA services, and referrals to and from the two entities are easily facilitated. During 2001, for example, 1,668 veterans were referred to and from the Michigan Works! Service Centers. 292 of these referrals were subsequently placed in employment.
3. The Oakland County MWA has executed "Memorandums of Understanding" with ten agencies who operate numerous programs, including Vocational Rehabilitation, the Employment Service Agency, Post-Secondary Vocational Education, Adult Education, the Senior Community Service, and the Job Corps. These memorandums explain how referrals between the MWA and the program are made, and how each agency's customers can access the other's services. As a result of these Memorandums, 234 customers have been referred to and from the Michigan Works! Service Centers. 129 of these referrals were subsequently placed in employment.

4. Each of the Oakland County MWA's Michigan Works! Service Centers have executed agreements with at least one of the MWA's Partnership for Adult Learning (PAL) service providers. As a result, the Centers are integrating PAL programs and services with the MWA's workforce development system. Among their other functions, the Service Centers:
  - receive referrals from PAL service providers and make referrals to PAL service providers;
  - conduct follow-up on -- and provide employment placement services for -- these referrals; and
  - provide technical assistance to PAL service providers.

As a result of the foregoing agreements, 137 PAL customers have been referred to the Michigan Works! Service Centers, and 31 of these customers have been placed in employment.

5. The Oakland County MWA has established a "Michigan Works! Outreach Center" in the Michigan Technical Education Center (M-TEC) that is located at and operated by Oakland Community College. The Outreach Center has prompted a partnership between M-TEC and the MWA's Michigan Works! Service Centers, and, in turn, this partnership has produced a brochure that promotes the services of the Centers and the M-TEC. In addition, the Centers and the College have developed a "Work Keys collaboration", through which OCC will profile the employee skill-sets companies need, and the Centers will be official testing sites for job seekers. Finally, the partnership provided workforce readiness services for 50 customers last year.
6. The Oakland County Tech Prep Consortium, which consists of a partnership between Oakland Schools and Oakland Community College, encourages high school students to earn college credits in technical vocations, and to earn an associate's degree in a vocational area.
7. Michigan Rehabilitation Services (MRS) has developed three partnerships. The "Community Training Cooperative", whose partners include Oakland Schools, Jewish Vocational Services, and MRS, provides paid internships for students from three Oakland County school districts. "Project Bold", a partnership between MRS and Oakland Community College (OCC), offers a range of academic support and vocational services to OCC students who have learning disabilities. The "Pontiac School to Work Program", whose partners include the Pontiac School District, New Horizons, and MRS, provides comprehensive vocational services (e.g., job seeking skills training, job shadowing, work experience, and job placement) for Pontiac students who have disabilities.
8. The Pontiac Adult Career Counseling Center, which is a partnership between Oakland Community College and Oakland University, provides career counseling, resume assistance, and academic information for adults in Pontiac and other Oakland County communities. Last year, the Center served 108 individuals.

**Initiatives for Strategy #1:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. During 2002, this work group will complete the following tasks:
  - Develop criteria for successful partnerships among service providers from each subsystem of the Career Development System;
  - Compile an inventory of successful partnerships among service providers from each subsystem of the Career Development System;
  - Develop a process through which successful partnerships among service providers can be replicated, and a process through which additional service providers can join existing partnerships; and
  - Use the foregoing criteria to identify at least three successful partnerships among service providers from each subsystem of the Career Development System. A minimum of nine such partnerships will be identified.
  - Funding: To fund this initiative, \$25,000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division's administrative budget.

**Goal 2:** Increase partnerships among service providers from each subsystem of the Career Development System.

**Strategy #2:** Recruit and enlist service providers from each subsystem of the Career Development System to participate in existing and new partnerships.

**Assets for Strategy #2:**

1. A counselor from Michigan Rehabilitation Services (MRS) is co-located in one of Oakland County's Michigan Works! Service Centers, and eight additional counselors visit the remaining Centers on an itinerant basis. As a result, services the Centers provide are supplemented with MRS services, and referrals to and from the two entities are easily facilitated. During 2001, for example, 133 customers were referred to and from MRS. 34 of these referrals were subsequently placed in employment.
2. Four veterans' counselors and one employment counselor from the Employment Service Agency are co-located in five of Oakland County's Michigan Works! Service Centers, and three of these counselors are "on call" for the County's other five Centers. As a result, services the Centers provide are supplemented with ESA services, and referrals to and from the two entities are easily facilitated. During 2001, for example, 1,668 veterans were referred to and from the Michigan Works! Service Centers. 292 of these referrals were subsequently placed in employment.
3. The Oakland County MWA has executed "Memorandums of Understanding" with ten agencies who operate numerous programs, including Vocational Rehabilitation, the Employment Service Agency, Post-Secondary Vocational Education, Adult Education, the Senior Community Service, and the Job Corps. These memorandums explain how referrals between the MWA and the program are made, and how each agency's customers can access the other's services. As a result of these Memorandums, 234 customers have been referred to and from the Michigan



Works! Service Centers. 129 of these referrals were subsequently placed in employment.

4. Each of the Oakland County MWA's Michigan Works! Service Centers have executed agreements with at least one of the MWA's Partnership for Adult Learning (PAL) service providers. As a result, the Centers are integrating PAL programs and services with the MWA's workforce development system. Among their other functions, the Service Centers:
  - receive referrals from PAL service providers and make referrals to PAL service providers;
  - conduct follow-up on -- and provide employment placement services for -- these referrals; and
  - provide technical assistance to PAL service providers.

As a result of the foregoing agreements, 137 PAL customers have been referred to the Michigan Works! Service Centers, and 31 of these customers have been placed in employment.

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6. The Oakland County Tech Prep Consortium, which consists of a partnership between Oakland Schools and Oakland Community College, encourages high school students to earn college credits in technical vocations, and to earn an associate's degree in a vocational area.
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8. The Pontiac Adult Career Counseling Center, which is a partnership between Oakland Community College and Oakland University, provides career counseling, resume assistance, and academic information for adults in Pontiac and other Oakland County communities. Last year, the Center served 108 individuals.

**Initiatives for Strategy #2:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By the end of 2002, this work group will complete the following tasks:
  - Develop a process through which successful partnerships among service providers can be replicated, and a process through which additional service providers can join existing partnerships.
2. By 2004, the number of partnerships among service providers from each subsystem of the Career Development System will be increased by at least three above the baseline figure, and/or the number of service providers who participate in existing partnerships for each subsystem will be increased by at least 15 percent above the baseline figure.
  - Funding: To fund these initiatives, \$25,0000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division's administrative budget.

**C. Strategies, Assets, and Initiatives for Goal 3:**

**Goal 3:** Increase the number of partnerships that exist between business and service providers from the three subsystems of the Career Development System.

**Strategy #1:** Refine and expand partnerships that exist between business and career development service providers.

**Assets for Strategy #1:**

1. Since 1995, Oakland Community College's Advanced Technology Program has collaborated with numerous businesses, including EDS and Kelly Services, to train public assistance recipients for high-tech, good paying jobs that provide full benefits. During 2000, 30 (or 83 percent) of the public assistance recipients who completed their high-tech training were placed in these training-related jobs.
2. Oakland Schools, the County's Intermediate School District, has collaborated with General Motors University and the GM Milford Proving Ground to create the "General Motors Academy", through which high school students learn and work at this world-class facility. Similarly, Oakland Schools has partnered with DaimlerChrysler to create the "Walter P. Chrysler Manufacturing Technology Academy", where students study electronics, robotics, design, teamwork, and problem-solving techniques. During the last school year, 101 Oakland County students were enrolled in these two academies, and 28 were subsequently placed in training-related employment.
3. Oakland County's Career Preparation System developed 1,755 student job shadowing opportunities, 597 student internships, and 120 teacher externships.
4. The Oakland County Executive's Business Roundtable consists of more than 100 business representatives, who offer advice and recommendations to the Executive on a host of topics, including workforce development and education. To date, nearly 80 percent of the Roundtable's 200 recommendations have been implemented. As a result, the County has a One-Stop Shop for Business Development, an Export Assistance Center, and a single and unified Workforce Development Board.

5. Automation Alley, Oakland County's marketing campaign to build a national brand identity for Oakland County's high-tech business cluster, and the Oakland County Michigan Works! Service Centers recently formed a partnership. This partnership has already resulted in two collaborations: Automation Alley joined the Oakland County Workforce Development Board, the Troy Michigan Works! Service Center, and the Auburn Hills, Pontiac, and Troy Chambers of Commerce as a sponsor for a Career Fair that helped dislocated DaimlerChrysler employees find new employment. In addition, Automation Alley and the Board were among those entities who sponsored two "Diversity Job Expos" at the Centerpoint Marriott in Pontiac.
6. The Career Focused Business Partnership that Oakland Schools has forged with local businesses provides on-the-job vocational training for special education and other special populations students. These students are enrolled in Career and Technical Education Programs at the County's four technical campuses.
7. The Design Manufacturing Alliance, which Oakland Schools oversees, brings together industry representatives and secondary/post secondary educators to upgrade relevant curricula, share information, and promote professional development.
8. The Community Training Cooperative, whose public and private non-profit partners include Oakland Schools, Jewish Vocational Services, and Michigan Rehabilitation Services, offers Oakland County students paid internships with such business partners as Tamaroff Automotive and Providence Hospital.
9. The Strategic Training Partnership for supplier training is a collaboration between the DaimlerChrysler Corporation and Oakland Community College. It trains suppliers in areas that are directly related to quality and productivity.
10. Through the DaimlerChrysler Designer Education Initiative, which is a partnership between DaimlerChrysler and Oakland Community College, the College offers advanced manufacturing and design courses to union members who are designers. At the conclusion of this training, the designers are promoted to the Corporation's top level design positions.
11. Oakland Community College has forged apprenticeship partnerships with such companies as Acorn Stamping, General Motors, Ralco Industries, Tower Automotive, and Universal Industries.

#### **Initiatives for Strategy #1:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By the end of 2002, the work group will complete the following tasks:
  - Develop criteria for successful partnerships between business and career development service providers;
  - Compile an inventory of successful partnerships between business and service providers from each subsystem of the Career Development System;

- Develop a process through which successful partnerships between businesses and service providers can be replicated, and a process through which additional service providers can join existing partnerships;
- Use the foregoing criteria to identify at least three successful partnerships between business and service providers from each subsystem of the Career Development System. A minimum of nine such partnerships will be identified;
- Determine which entities facilitate teacher externships, worker/student internships, and student job shadowing experiences with business;
- Obtain from these entities the number of teacher externships, worker/student internships, and job shadowing experiences that occurred at businesses during 2000; and
- Use the foregoing information to develop the baseline number of teacher externships, worker/student internships, and job shadowing experiences that occurred at businesses during 2000.
- Funding: To support this initiative, \$25,000 for work group facilitation and data collection will be deployed from the Oakland County Workforce Development Division's administrative budget.

**Goal 3:** Increase the number of partnerships that exist between business and service providers from the three subsystems of the Career Development System.

**Strategy #2:** Recruit and enlist businesses and career development service providers to participate in existing and new partnerships.

**Assets for Strategy #2:**

1. Since 1995, Oakland Community College's Advanced Technology Program has collaborated with numerous businesses, including EDS and Kelly Services, to train public assistance recipients for high-tech, good paying jobs that provide full benefits. During 2000, 30 (or 83 percent) of the public assistance recipients who completed their high-tech training were placed in these training-related jobs.
2. Oakland Schools, the County's Intermediate School District, has collaborated with General Motors University and the GM Milford Proving Ground to create the "General Motors Academy", through which high school students learn and work at this world-class facility. Similarly, Oakland Schools has partnered with DaimlerChrysler to create the "Walter P. Chrysler Manufacturing Technology Academy", where students study electronics, robotics, design, teamwork, and problem-solving techniques. During the last school year, 125 Oakland County students were enrolled in these two academies, and 45 were subsequently placed in training-related employment.
3. Oakland County's Career Preparation System developed 1,755 student job shadowing opportunities, 597 student internships, and 120 teacher externships.
4. The Oakland County Executive's Business Roundtable consists of more than 100 business representatives, who offer advice and recommendations to the Executive on a host of topics, including workforce development and education. To date, nearly

80 percent of the Roundtable's 200 recommendations have been implemented. As a result, the County has a One-Stop Shop for Business Development, an Export Assistance Center, and a single and unified Workforce Development Board.

5. Automation Alley, Oakland County's marketing campaign to build a national brand identity for Oakland County's high-tech business cluster, and the Oakland County Michigan Works! Service Centers recently formed a partnership. This partnership has already resulted in two collaborations: Automation Alley joined the Oakland County Workforce Development Board, the Troy Michigan Works! Service Center, and the Auburn Hills, Pontiac, and Troy Chambers of Commerce as a sponsor for a Career Fair that helped dislocated DaimlerChrysler employees find new employment. In addition, Automation Alley and the Board were among those entities who sponsored two "Diversity Job Expos" at the Centerpoint Marriott in Pontiac.
6. The Career Focused Business Partnership that Oakland Schools has forged with local businesses provides on-the-job vocational training for special education and other special populations students. These students are enrolled in Career and Technical Education Programs at the County's four technical campuses.
7. The Design Manufacturing Alliance, which Oakland Schools oversees, brings together industry representatives and secondary/post secondary educators to upgrade relevant curricula, share information, and promote professional development.
8. The Community Training Cooperative, whose public and private non-profit partners include Oakland Schools, Jewish Vocational Services, and Michigan Rehabilitation Services, offers Oakland County students paid internships with such business partners as Tamaroff Automotive and Providence Hospital.
9. The Strategic Training Partnership for supplier training is a collaboration between the DaimlerChrysler Corporation and Oakland Community College. It trains suppliers in areas that are directly related to quality and productivity.
10. Through the DaimlerChrysler Designer Education Initiative, which is a partnership between DaimlerChrysler and Oakland Community College, the College offers advanced manufacturing and design courses to union members who are designers. At the conclusion of this training, the designers are promoted to the Corporation's top level design positions.
11. Oakland Community College has forged apprenticeship partnerships with such companies as Acorn Stamping, General Motors, Ralco Industries, Tower Automotive, and Universal Industries.

### **Initiatives for Strategy #2:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By the end of 2002, the work group will complete the following tasks:
  - Develop a process through which successful partnerships between business and service providers can be replicated, and a process through which additional businesses can join existing partnerships; and

- Establish the baseline number of teacher externships, worker/student internships and student job shadowing experiences that occurred at businesses;
2. During 2002 and 2003, the number of teacher externships, worker/student internships, and student job shadowing experiences that occur at businesses will be increased by 3 to 5 percent above the 2000 baseline figure.
  3. By 2004, the number of partnerships between business and service providers from each subsystem of the Career Development System will be increased by at least three percent above the baseline figure, and/or the number of businesses who participate in existing partnerships for each subsystem will be increased by at least 15 percent above the baseline figure.
  4. By 2004, the number of teacher externships, worker/student internships, and job shadowing experiences that occur at businesses will be increased by at least 15 percent above the baseline figure.
- **Funding:** To support these initiatives, \$25,000 for work group facilitation and data collection will be deployed from the Oakland County Workforce Development Division's administrative budget. In addition, \$215,000 in Career Initiative Alignment funding and \$165,000 in Perkins Post-Secondary Education Program funding will support teacher externships, student internships, and job shadowing experiences.

**D. Strategies, Assets, and Initiatives for Goal 4:**

**Goal 4:** Increase the number of unemployed, underemployed, and non-traditional workers who are recruited and trained through the three subsystems of the Career Development System, and who are then placed in the County's unfilled jobs.

**Strategy #1:** Refine and expand strategies that are used to recruit and serve unemployed, underemployed, and non-traditional workers in the three subsystems of the Career Development System.

**Assets for Strategy #1:**

1. The following programs and entities have used the following funding amounts to enroll unemployed, underemployed, and non-traditional workers in the Career Development System:

Program	Fund Amount	Service Provider	Enrollees			Total Enrollees
			Unemployed	Underemployed	Non-Traditional workers	
The WIA Title I Adult Program	\$1,019,693	Michigan Works! Service Centers	268	30	84	298
The WIA Title I Youth Program	328,061	Michigan Works! Service Centers	41	5	46	46
The WIA Title		Michigan				

I Dislocated Worker Program	1,354,021	Works! Service Centers	338	18	56	356
The Displaced Homemaker Program	41,544	Jewish Vocational Services	29	0	29	29
The Employment Service	1,730,785	Michigan Works! Service Centers	4,889	1,222	1,467	6,111
The Partnership for Adult Learning (PAL) Program	1,651,897	PAL Service Providers	60	15	53	75
Michigan Rehabilitation Services	3,428,000	Oakland District Offices	3,019	360	3,379	3,379
The Work First and Welfare to Work Programs	5,733,455	Michigan Works! Service Centers and other Work First Providers, including the Arab/ Chaldean Council, the Foundation for Behavioral Resources, Oakland Community College, The Resource Network, and SERCO, Incorporated	5,309	0	5,309	5,309
The Advanced Technology Program	78,020	Oakland Community College	36	0	36	36
Economic Development Job Training Grants	6,543,000	Oakland Community College and other Training Institutions	1,755	7,310	33	9,065
The M-TEC/ Oakland County Michigan Works! Collaboration	25,000	Oakland Community College	50	0	0	50
The Pontiac Adult Career Counseling Center	45,000	Oakland Community College	57	22	0	79
The Post Secondary Corporate Customized Training Program	600,000	Oakland Community College	0	680	24	680

### **Initiatives for Strategy #1:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By the end of 2002, the work group will complete the following tasks:
  - Develop definitions for the long-term unemployed, the underemployed, and non-traditional workers;
  - Determine which entities provide unemployed, underemployed, and non-traditional workers career development services;
  - Obtain from these entities a.) the number of individuals for whom career development services were provided during 2000 and b.) the amount of money that was allocated to provide these services;
  - Use the foregoing information a.) to develop the baseline number of individuals for whom career development services were provided during 2000 and b.) to derive the amount of money that was allocated to provide these services; and
  - Develop strategies for recruiting and serving the long-term unemployed, the underemployed, and non-traditional workers.
  - Funding: To support this initiative, \$25,000 for work group facilitation and data collection will be deployed from the Oakland County Workforce Development Division's administrative budget.
2. During 2002 and 2003, the number of underemployed, unemployed, and nontraditional workers who receive career development services will be increased by 3 to 5 percent above the baseline figure.
3. By 2004, the number of underemployed, unemployed, and nontraditional workers who receive career development services will be increased by 15 percent above the baseline figure.
  - Funding: By 2004, the amount of Career Development System funding that is dedicated to serving unemployed, underemployed, and non-traditional workers will be increased by fifteen percent over the baseline figure. Funds will be allocated from numerous programs and services, which may include, but which may not be limited to, the Workforce Investment Act, the Work First Program, the Employment Service, Adult Education, the Partnership for Adult Learning Program, the Advanced Technology Program, the Displaced Homemaker Program, the Perkins Post-Secondary Education Program, and the Economic Development Job Training Grant Program.

### **Goal 4:**

Increase the number of unemployed, underemployed, and non-traditional workers who are recruited and trained through the three subsystems of the Career Development System, and who are then placed in the County's unfilled jobs.



**Strategy #2:**

Design, refine and expand job placement strategies for unemployed, underemployed, and non-traditional workers.

**Assets for Strategy #2:**

1. The following programs and entities have used the following funding amounts to place in employment unemployed, underemployed, and non-traditional workers:

Program	Fund Amount	Service Provider	Employment Placements			Total Placements
			Unemployed	Underemployed	Non-Traditional workers	
The WIA Title I Adult Program	\$1,019,693	Michigan Works! Service Centers	123	14	36	137
The WIA Title I Youth Program	328,061	Michigan Works! Service Centers	8	1	9	9
The WIA Title I Dislocated Worker Program	1,354,021	Michigan Works! Service Centers	226	12	28	238
The Employment Service Program	1,730,785	Michigan Works! Service Centers	561	150	142	711
The Displaced Homemaker Program	41,544	Jewish Vocational Services	16	0	16	16
The Work First and Welfare to Work Programs	5,733,455	Michigan Works! Service Centers and other Work First Providers, including the Arab/Chaldean Council, the Foundation for Behavioral Resources, Oakland Community College, The Resource Network, and SERCO, Incorporated	2,375	0	2,375	2,375
The Advanced Technology Program	78,020	Oakland Community College	30	0	30	30

## **Initiatives for Strategy #2:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By the end of 2002, the work group will complete the following tasks:
  - Obtain
    - a.) the number of unemployed, underemployed, and non-traditional workers whom the Career Development System placed in employment during 2000 and
    - b.) the amount of money that was allocated to provide this placement;
  - Use the foregoing information
    - a.) to develop the baseline number of unemployed, underemployed, and nontraditional workers whom the Career Development System placed in employment during 2000 and
    - b.) to derive the amount of money that was allocated to provide this placement; and
  - Develop strategies for placing in employment the long-term unemployed, the underemployed and non-traditional workers.
  - Funding: To support this initiative, \$25,000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division's administrative budget.
2. During 2002 and 2003, the number of underemployed, unemployed, and nontraditional workers whom the Career Development System places in Oakland County jobs will be increased by 3 to 5 percent above the baseline figure.
3. By 2004, the number of underemployed, unemployed, and nontraditional workers whom the Career Development System places in Oakland County jobs will be increased by 15 percent above the baseline figure.
  - Funding: By 2004, the amount of Career Development System funding that is dedicated to serving unemployed, underemployed, and non-traditional workers will be increased by fifteen percent over the baseline figure.  
Funds will be allocated from numerous programs, which may include, but which may not be limited to, the Workforce Investment Act, the Work First Program, the Employment Service, Adult Education, the Partnership for Adult Learning Program, the Advanced Technology Program, and the Displaced Homemaker Program.

## **E. Strategies, Assets and Initiatives for Goal 5:**

**Goal 5:** Develop and implement strategies that will effectively market all three subsystems of the Career Development System.

**Strategy #1:** Design, refine, expand, and streamline strategies that market all three subsystems of the Career Development System.

**Assets for Strategy #1:**

1. The following programs have allocated the following funds to market their Career Development System programs and services:

Program	Total Funds	# of Customers	Funds Allocated to Marketing
Workforce Investment Act	\$ 4,048,438	1,084	\$ 30,000
Displaced Homemaker Program	41,544	29	500
The Employment Service	1,651,897	7,494	25,000
Michigan Rehabilitation Services	1,730,785	3,379	*
The Work First and Welfare to Work Program	5,733,455	5,309	10,000
The Advanced Technology Program	78,020	36	1,000
The Partnership for Adult Learning (PAL) Program	1,651,937	75	0
The Career Initiatives Alignments Programs	6,700,000	62,837	62,321

\*This figure is not available.

### **Initiatives for Strategy #1:**

1. Convene a work group that consists of employers, career development service providers, and community representatives. By the end of 2002, this work group will complete the following tasks:
  - Identify at least three strategies that successfully market one or more of the Career Development System's three subsystems;
  - Identify strengths and weaknesses for each of these strategies;
  - Identify criteria for strategies that will successfully market the entire Career Development System;
  - Develop criteria for marketing strategies that will complement the Michigan Department of Career Development's marketing campaign;
  - Determine which entities provided job seekers, incumbent workers, and employers career development services during 2000;
  - Obtain from these entities
    - a.) the number of job seekers, incumbent workers, and employers for whom career development services were provided during 2000 and
    - b.) the amount of money that was allocated to market their programs; and
  - Use the foregoing information to
    - a.) determine the baseline number of job seekers, incumbent workers, and employers for whom career development services were provided during 2000 and
    - b.) derive the amount of money that was allocated to market the programs in which these individuals were enrolled.

- Funding: To support this initiative, \$25,000 for work group facilitation and data collection will be redeployed from the Oakland County Workforce Development Division's administrative budget.
2. During 2002 and 2003, at least three marketing strategies that effectively market all three subsystems of the Career Development System will be implemented.
  3. By 2004, at least six such strategies will be implemented.
  4. The number of job seekers, incumbent workers, and employers who receive career development services during 2002 and 2003 will be increased by 3 to 5 percent above the baseline figure.
  5. By 2004, the number of job seekers, incumbent workers, and employers who receive career development services will be increased by at least 15 percent above the baseline figure.
    - Funding: By 2004, the amount of career development system funding that is dedicated to marketing the Career Development System will be increased by fifteen percent over the baseline figure. Funds will be allocated from numerous programs, which may include, but which may not be limited to, the Workforce Investment Act, the Work First Program, the Employment Service, Adult Education, the Partnership for Adult Learning Program, the Advanced Technology Program, and the Displaced Homemaker Program.

## IX. A PROGRESS REPORT ON OAKLAND COUNTY'S GOALS

To date, the following actions have been taken on behalf of Oakland County's goals for the Career Development System:

### Goal 1:

**Increase the number of Oakland County residents (including pre-K-12 students, post-secondary education students, and adult learners) who receive workforce readiness services that are available through the three subsystems of the Career Development System: Career Preparation, Workforce Development, and Worker Enhancement.**

- A comprehensive list of, and definitions for, workforce readiness services have been developed. This list appears in Exhibit A to this document.
- A baseline number of Oakland County pre-K-12 students, post-secondary education students, and adult learners who received workforce readiness services during Program Year 2000 has been determined. This number is 92,328.
- The amount of money that was allocated to provide workforce readiness services during Program Year 2000 has been determined. This amount is \$32,570,503.
- A baseline number of K-12 students for whom an educational plan was developed during Program Year 2000 has been determined. This number is 15,570.
- A baseline number of individuals for whom a post-secondary education plan was developed during Program Year 2000 has been determined. This number is 1,382.

## **Goal 2:**

**Increase the number of partnerships among those entities who provide services through the three subsystems of the Career Development System: Career Preparation, Workforce Development, and Worker Enhancement.**

- Criteria have been developed for successful partnerships among service providers from each subsystem of the Career Development System. These criteria follow:

The partnerships must:

- Benefit all partners (i.e., all partners receive monetary or non-monetary rewards for their participation);
  - Be focused at the secondary level and higher (i.e., 15 years of age and older);
  - Contribute to Career Development (i.e., Partnerships that include work experience, occupational training and career exploration, and that do not include such enrichment activities as field trips for recreational purposes);
  - Be either self-sustaining or receive on-going state or federal funding, so they can continue;
  - Be open to new partners (i.e., current partners are willing to expand and welcome new partners);
  - Be replicable (i.e., can be created and operated in other Career Development subsystems, or by other entities);
  - Coordinate each partner's assessment and evaluation processes;
  - Encourage collaboration on outreach efforts; and
  - Result in strong communication linkages.
- An inventory of successful partnerships among service providers from each subsystem of the Career Development System has been compiled. As a result, the following successful partnerships from the three subsystems have been identified:

Career Preparation	Workforce Development	Worker Enhancement
The Oakland County Tech Prep Consortium	The Michigan Rehabilitation/Oakland County Michigan Works! Collaboration	The M-TEC/Oakland County Michigan Works! Collaboration
The Community Training Cooperative	The Michigan Employment Service Agency/Oakland County Michigan Works! Collaboration	
The Pontiac School-to-Work Program	The Partnership for Adult Learning/Oakland County Michigan Works! Collaboration	
The Pontiac Adult Career Counseling Center		
Project Bold		

Descriptions for each of these partnerships appear in Section VIII of this Executive Summary.

- A process through which successful partnerships among service providers can be replicated has been developed and is being finalized.

- A process through which additional service providers can join existing partnerships has been developed and is being finalized.

### **Goal 3:**

**Increase the number of partnerships between Oakland County's businesses and those entities who provide services through the three subsystems of the Career Development System: Career Preparation, Workforce Development, and Worker Enhancement.**

- Criteria have been developed for successful partnerships between business and career development service providers. These criteria follow:

The partnerships must:

- Benefit all partners (i.e., all partners receive monetary or non-monetary rewards for their participation);
  - Be focused at the secondary level and higher (i.e., 15 years of age and older);
  - Contribute to Career Development (i.e., Partnerships that include work experience, occupational training and career exploration, and that do not include such enrichment activities as field trips for recreational purposes);
  - Be either self-sustaining or receive on-going state or federal funding, so they can continue;
  - Be open to new partners (i.e., current partners are willing to expand and welcome new partners);
  - Be replicable (i.e., can be created and operated in other Career Development subsystems, or by other entities);
  - Include employers and career development professionals as occupational training plans are developed; and
  - Result in coordinated job placement activities.
- An inventory of successful partnerships between business and service providers from each subsystem of the Career Development System has been compiled. As a result, the following successful partnerships from the three subsystems have been identified:

Career Preparation	Workforce Development	Worker Enhancement
The Career Focused Business Partnership	The Advanced Technology Program	The Strategic Training Partnership
The Design Manufacturing Alliance	The Oakland County Business Roundtable	The DaimlerChrysler Designer Education Initiative
The General Motors Academy	Automation Alley	Apprenticeship Partnerships
The Walter P. Chrysler Manufacturing Technology Academy		
The Community Training Cooperative		

Descriptions for each of these partnerships appear in Section VIII of this Executive Summary.

- A process through which successful partnerships among service providers can be replicated has been developed and is being finalized.

- A process through which additional service providers can join existing partnerships has been developed and is being finalized.
- Baseline numbers for teacher externships, worker/student internships and job shadowing experiences have been determined. These numbers follow:

Teacher Externships: 120                  Student/Worker Internships: 761

Job Shadows: 1,803

#### **Goal 4:**

**Increase the number of Oakland County's unemployed, underemployed, and non-traditional workers (e.g., individuals with disabilities, older persons, offenders, immigrants, youth, and welfare recipients) who are recruited and trained through the three subsystems of the Career Development System, and who are then placed in jobs the County's employers cannot fill.**

- Definitions for the unemployed, the underemployed, and non-traditional workers have been developed. These definitions follow:
  - An Unemployed Worker is an individual who is not working, but who is seeking and available for employment, and who has made specific efforts to find a job.
  - An Underemployed Worker is an individual who is:
    - employed only part-time when he/she needs and desires full-time employment; or
    - inadequately employed, especially at a low-paying job that requires less skill or training than the individual possesses.
  - Non-Traditional Workers include individuals with disabilities, older persons, offenders, immigrants, youth, veterans, and welfare recipients.
- A baseline number of unemployed, underemployed, and non-traditional workers for whom career development services were provided during Program Year 2000 has been determined. This number is 25,513.
- The amount of money that was allocated to provide career development services to the foregoing individuals during Program Year 2000 has been determined. This amount is \$22,578,476.
- A baseline number of unemployed, underemployed and non-traditional workers who received career development services, and who were then placed in the County's unfilled jobs, has been determined. This number is 3,516.
- The amount of money that was allocated to place the foregoing individuals in employment during Program Year 2000 has been determined. This amount is \$10,285,579.

#### **Goal 5:**

**Develop marketing strategies that will inform workforce development stakeholders (e.g., job seekers, incumbent workers, and employers) about the**

**three subsystems of Oakland County's Career Development System: Career Preparation, Workforce Development, and Worker Enhancement.**

- Strategies that successfully market one or more of the Career Development System's three subsystems have been identified. These strategies follow:
  - Word of Mouth;
  - Public Service Announcements;
  - Newspaper/TV/Radio Articles and Coverage;
  - Brochures/Catalogs;
  - Newsletters;
  - Websites;
  - Brand Identity (i.e., common logo), if feasible;
  - Speakers' Bureau;
  - Radio and Television Commercials;
  - Newspaper and Magazine Advertisements;
  - Person-to-Person Testimonials;
  - Targeted Messages (e.g., to youth, the underemployed, teachers, and counselors;
  - Workshops;
  - Events (e.g., Chamber mixers);
  - Expos; and
  - CD Business Cards.
- Criteria for successful marketing strategies that will complement the Michigan Department of Career Development's (MDCD's) marketing campaign have been identified. These criteria follow:
  - The stakeholders of the Career Development System's three subsystems must be informed and educated;
  - MDCD branding must be incorporated, whenever feasible;
  - The stakeholders must know and understand the marketing message;
  - Non-English speaking and other non-traditional customers must be able to comprehend the marketing message;
  - Program data should be used in the marketing strategy; and
  - The results and cost effectiveness of the marketing strategy must be evaluated.
- The baseline number of job seekers, incumbent workers, and employers who received career development services during Program Year 2000 has been determined. This number is 93,711.
- The amount of money that was allocated to market career development programs in which the foregoing individuals were enrolled during Program Year 2000 has been determined. This amount is \$128,821.